

CHAPTER II

THEORETICAL BACKGROUND

A. Conceptualization of Emotional Geography

A new concept in educational research and social science has been introduced by Andy Hargreaves in 2001 namely emotional geography. Emotional geography describes the patterns of closeness, distance and human interactions that shape emotions we experience about relationships to ourselves, each other, and the world around us (Hargreaves, 2001).

Hargreaves (2005, p. 969) noted:

Emotional understanding and misunderstanding in teaching result from what I term emotional geographies. These consist of the spatial experiential patterns of closeness and/or distance in human interactions and relationships that help create, configure and color the feelings and emotions we experience about ourselves, our world and each other.

The concept of emotional geography helped us to know the basic emotional bonds and understanding of schooling from forms of relationship or distance in people's interactions (Hargreaves, 2001). Hence, it can be said that emotional geography is the relationship between human emotions and the environment around us.

Hargreaves proposed five emotional geographies (see Hargreaves 2001a, p. 508–509), served as the conceptual as well as analytical tool for the study (see also Hargreaves 2000, 2001a, 2001b, 2005). They are:

- a. **Socio cultural distance** refers to the closeness and distance created by different genders, ethnicity, race, language and culture.

- b. **Moral distance** refers to the closeness and distance created by different purposes and senses of accomplishment in professional practice.
- c. **Professional distance** refers to the closeness and distance created by different understandings of the norms of professionalism and professional practice.
- d. **Physical distance** refers to the closeness and distance created by time and space; teaching is a busy job with little time for teachers or tutors to collaborate. A learning community provides time and space for this to happen and create an opportunity for “emotional understanding” of each other’s work (Denzin, 1984, p. 1)
- e. **Political distance** refers to the closeness and distance created by different understandings of power and they are bound up with people’s experience of power and powerlessness.

There are three caveats to statements regarding emotional geographies of teaching. According to Hargreaves (2001), first there are no natural or universal rules of emotional geography in teaching. Second, the emotional geographies of human interaction are not only physical phenomena, and third, distance and closeness are not just structural or cultural conditions that shape the interactions between people.

In conclusion, the concept of emotional geography talking about the relationship between human emotions and the environment around us will give perspective on how teaching practice would involve human emotions in the process. Hargreaves (2001) also argued that the learning process is not merely

emotional practices, but it is always emotional in good or bad characters, intentionally or unintentionally. Hence, this study is worth conducting.

In addition, the concept would be discussed through 5 concepts by Hargreaves; sociocultural, moral, professional, physical, and political in order to give a wide and complete perspective on how emotion is involved in the teaching practices.

B. English Immersion

Rugasken (2009) argued that English immersion has been motivated largely by the researcher in mostly using quantitative study (as cited in Rugasken and Harris, 2015; Aswad, 2017; Hashim, 2006; Qiang and Siegel, 2012; Banwell & Sasaki, 2017). First system was conducted in Canada in the 1950's called the "French Immersion System" and it was introduced in China by Xi'an in 1996. (Qiang and Siegel, 2014). Additionally, English immersion courses have been offered in private language institutes such as English immersion camp as a short-term program and school-wide immersion programs (Jeon, 2012). In this case, students do not need to bring or use a dictionary to speak in grammar based. Shiratori (2017) as cited in Banwell and Sasaki (2017) has found that "the experiences and the environment created by immersion camps in Hokkaido also had a positive effect on the participants' confidence, interest and motivation, similar to the results from overseas language program" (p. 2).

English Immersion Programme can be formal and informal learning and English is mostly 'used in all interaction as media of instruction for any part, or

all, of the school curriculum' (Anderson and Bower 1970, p. 12) between student and tutor or student and student. English immersion programme provides student on completion of the programme, students are expected: (1) to become more confident and active users of English; (2) to be able to use English with enhanced social appropriateness; (3) to expand their professional reference points in terms of language teaching and learning; and (4) to enhance their cultural sensitivity and awareness (Poon, 2016).

While English immersion here it is a programme of teaching foreign language especially English to the learners and English immersion setting in curriculum including formal (i.e., courses, school experience) and informal activities (i.e., lesson observation, cultural visits, outdoor activities and exploration trips). This method of learning is very effective already proven by several studies such as "France Language Camp". This method has proven that teaching English through immersing them with the language can make the students understand more about that language including culture awareness. This programme cannot be done without environment support and emotional support from the teachers.

So, as we already know that English immersion is similar to teaching a new born kid to become an English native speaker within a period of time, it should be impossible that the teacher does not have an emotional relationship to the student and the environment during the intensive language programme.